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ABSTRACT

The social studies guideline offers a plan for teaching about North America to fifth grade students. The objective of the unit is to teach about North America as a system rather than as two sub-sections of the land mass. A new comparative approach is offered involving the pairing of population centers both large and small from various sections of the land mass. Such comparisons show the sameness of people yet show different cultural heritages and living styles. Population centers and their comparative study also lend themselves to an interdisciplinary and conceptual approach in the social studies. The exemplary unit, open-ended so that additions can be made by individuals using it, specifically compares Detroit with Montreal. Outlines are included on major objectives, central concepts, knowledge and information, habits and skills to be achieved, values and appreciations of two cities, approach and introduction, content, selection of materials, important outcomes, culminating activities, and evaluation. The major portion of the document includes three appendices: A) Background information on Detroit containing history and a description as it is today; B) Current Bibliography of Children's Books and Trade Books on Canada and the United States; and C) A Description of Montreal. (Author)

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"TEACHING ABOUT NORTH AMERICA"

A Presentation

At The National Council Of The Social Studies

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The study of North America represents a distinct challenge yet an interesting opportunity. Challenge and opportunity are thus seen as mutually complimentary terms since we must in the social studies offer children challenges in inquiry, critical thinking, critical analysis which in turn challenge the teacher to be at her creative best. The opportunities thus afforded give the social studies teacher a unique opportunity to do her own thing, as it were, to entice children into a mode of respect and interest in their culture, heritage and responsibilities. Thus a study of North America offers the same avenues as the study of any other area of the world - challenges and opportunities.

What then are the challenges and opportunities concerning North America (NA). First off the teacher must teach about NA as a system, as a total unit; not as two sub-sections of the land mass - the United States and Canada. To do this requires copious amounts of planning, innovation, research and most importantly time and effort. The teacher must, it seems to me, be able to break the two sovereign nations into some manageable units so as to get some handle on the study. This challenge then fosters the opportunity to really be creative yet not losing sight of basic needs in the pursuit of excellence in social studies instruction.

The trick then is to come up with a plan of action. Such a plan is offered on the following pages as but one example of a possible route to a viable study of NA. The proposed route involves the pairing of population centers both large and small from various sections of the land mass. Such comparisons can be used to show clearly the sameness of people yet showing different cultural heritages, living styles, mores, etc. You may say, "Why this is not new or creative, I've seen it before." In part you are correct but in other instances it is a new, creative and viable way to go because it will be you who is doing it, along with your children. James Smith[1] writing in Creative Teaching of the Social Studies in the Elementary School indicates that, "creativity is defined...as the ability to tap one's experiences and to come up with something new. This new product need not be new to the world, but it must be new to the individual." Thus a new approach to the teacher is a creative encounter worth exploring.

Population centers and their comparative study lend themselves to a most viable and encompassing exposition of the basic disciplines in the social studies. Therefore the teacher can bring into play sociology, geography, political science, economics, history, anthropology and even psychology as well as the concommitant affective & cognitive domains of learning and all in a neat package. As the cities have merged into more integral and interdependent parts of our expanding megolopoli it becomes easier to study the disciplines. As the morphology of our urban centers continue the teacher is afforded the opportunity of building with children a rich background of important understandings and related information. Thus inductive and deductive thought processes become crucial parts of the study.

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[1]James A. Smith, Creative Teaching of the Social Studies in the Elementary School (Boston: Allyn and Bacon, Inc., 1968), p.8.

It is thus suggested that the following outline be used as an example of what the creative teacher can build if she will use her imagination and the resources that are available. The material is offered in unit form at an approximate 5th grade level. It can be used independently or in concert with any standard social studies text.

THE NEW URBAN WORLDS OF NORTH AMERICA

This unit will attempt to outline for the prospective user the possible ways and means for studying North America from a population center base. It will offer, as an example, the comparison of two large urban populations - Montreal and Detroit. It should be pointed out that a large variety of city pairs could be used such as Toronto - San Francisco or Ottawa - Albany or Calgary - Spokane or Seattle - Vancouver or Atlanta - Toronto, etc. The matching is wide open, dependent only on the teacher, her charges and the interests and needs of both.

I. MAJOR OBJECTIVES

A study of Montreal and Detroit will show that:

1. People congregate in urban areas for a variety of reasons.
2. Geographic, historical, economic, anthropological - sociological and political conditions are important considerations in urban development.
3. Interdependence is heightened as people congregate in urban areas.
4. People are basically the same where ever they live.
5. Specialization increases as people congregate in urban areas.
6. Problems arise when population is centered in relatively small areas.
7. Metropolitan areas dictate changing living patterns.
8. Technology is increasingly an influence in the development of urban centers.
9. Most cities have grown in somewhat the same fashion.
10. Cities have some distinctive characteristic which creates an illusion of difference yet they are basically the same.
11. Social organization is roughly the same.

12. All peoples have the same basic needs where ever they reside.

13. The two cities are representative of closely paralleling political systems.

14. Others?

II. CENTRAL CONCEPTS

The following concepts are seen as crucial ingredients in the study of Montreal and Detroit. Such concepts include, in non rank and out-of-sequence order:

1. Both cities are important influences on the emerging satellite city called suburbs.

2. Both cities are centers of emerging megalopolitan areas.

3. Both cities are important economic, social and cultural centers.

4. Both cities have problems and challenges including transportation, pollution, poverty, etc.

5. As both cities emerge (grow) their problems increase.

6. Crowding is inherent in both centers.

7. Both cities have both positive and negative ecological dimensions.

8. Danger of central city decay is inherent with metropolitan growth and should be planned for.

9. Earning a living is often more easy in Detroit and Montreal because of the concentration of commerce, industry and support services.

10. Industry in order to expand is moving out of Detroit and Montreal.

11. Both cities have a rich cultural and ethnic heritage.

12. Both cities have common elements in historical development, both have extensive park systems, both have world renown in commerce, both have geographic importance which accounts in part for their growth and both have the sameness that characterizes cities the world over.

13. Although there is a sameness about urban centers they are never exactly alike.

14. Etc.

III. KNOWLEDGE AND INFORMATION

1. Knowledge of the geographic facts involved with the study of Montreal and Detroit.

   a. Both are on rivers.

   b. Both are in zones where geography provided natural resources essential to their development.

   c. Both are in centers of rich farm land.

   d. Both are important ports on the St. Lawrence Seaway.

   e. Etc.

2. Knowledge of the historical facts involved with the study of Montreal and Detroit.

   a. Both are French cities.

   b. Both were forts and trading centers.

   c. Both have been under three flags (French, British and their own).

   d. Both grew slowly under French rule because the French were traders and thus moved about, while they grew more rapidly under British rule because the British colonized its territory with farmers, and thus homeowners.

3. Knowledge of the political facts involved with the study of Montreal and Detroit.

   a. Both have democratic forms of government.

   b. Both are centers for metropolitan government.

   c. Etc.

4. Knowledge of the economic facts involved with the study of Montreal and Detroit

   a. Each is a national center for manufacturing.

   b. Each is a major financial center.

   c. Each is well known for a distinctive economic aspect.

i. Montreal is the largest grain shipping port in the world.

ii. Detroit is the automobile capital of the world.

d. Etc.

5. Knowledge of the social and anthropogical facts of Montreal and Detroit.

a. Each city is well known as an ethnic center:

i. Montreal is the world's second largest French speaking city after Paris;

ii. Detroit is a center for great numbers of Polish, Irish, and other ethnic groups.

b. French influence is still very evident in both cities.

c. The people of both cities are striving hard to keep them pleasant places to live.

d. Religion plays an important part in the lives of the citizens of both cities.

e. Etc.

6. Knowledge of the contemporary aspects of Montreal and Detroit.

a. Both cities have need for mass transit. Montreal has partially solved their's with the new Metro System, while Detroit struggles with its insistence on the automobile as a means of conveyance.

b. Both cities face the problems of pollution, and general ecological concerns.

c. Both cities are rebuilding and growing.

d. Both are centers which attract people for many reasons.

e. Etc.

IV. HABITS AND SKILLS TO BE ACHIEVED

1. Ability to analyze and compare two social and political centers and to draw conclusions therefrom.

2. Ability to relate one's own social setting to the one's under review.

3. Expand language usage skills by studying other cultures and ethnic groups.

4. Ability to understand and internalize problem solving skills including:

   a. Ability to recognize the existence of sameness while simultaneously knowing there are differences.

   b. Ability to relate to new knowledges gained from study.

   c. Ability to critically think and read.

   d. Ability to work toward a solution to a problem, i.e. research discrimination and fact discrimination.

5. Reinforce social skills of:

   a. Sharing responsibilities.

   b. Developing social concerns and awareness.

   c. Working with others.

V. VALUES AND APPRECIATIONS OF A STUDY OF MONTREAL AND DETROIT AS A MEANS OF LOOKING AT NORTH AMERICA.

1. Appreciation of the morphology of urban areas.

2. Appreciation of how people become more interdependent in urban regions.

3. Appreciation of how people live in urban regions even though in different countries.

4. Appreciation of the sameness of the three basic needs that people have.

5. Appreciation of the beauty that is evident in the two urban regions.

6. Appreciation of how man adjusts to his ever changing environment.

7. Appreciation of the total ecology of urban areas.

8. Etc.

VI. APPROACH OR INTRODUCTION

This study of Montreal and Detroit can be begun in a variety of ways but only after the youngsters are aware of this creative approach - looking at cities in both nations. Once the teacher is convinced that her children understand, she

can then proceed with any number of ways which might include visuals, auditory stimuli, research, etc. The author suggests that the teacher might wish to research and write her own vignette of the cities under study. In this case the author has included a brief vignette of Detroit in the form of Appendix A attached herewith.

Students thus can use the written material in conjunction with trade books, free and inexpensive materials and other items which hopefully might turn on the youngsters.

VII. CONTENT

1. Introduction to the Study

   a. Provide for meaningful and creative experiences to turn on the children.

   b. Study the supplied materials, i.e. teacher developed vignette, trade books, etc.

2. Content of the Study

   a. Base the study on those concepts and objectives listed in I and II above and on others that can be developed.

   b. The study should pay particular attention to the needs of identifying the various social sciences mentioned above.

   c. Content should pay close attention to the skills mentioned above.

3. Values and Appreciations to be derived

   a. Content analysis should show specific attention to skill areas in the study.

   b. The extent of human involvement in mans concerns for his own perpetuation through inventiveness, technology, etc.

4. Utilization of a large variety of materials and delivery means including:

   a. As many mediums as possible should be used including the usual written, auditory means, etc.

   b. Children should also be exposed to the following delivery systems:

      i. Dramatization

      ii. Role playing and role reversal

iii. Socio-drama

iv. Structured dramatization

v. Open ended stories

c. Children should have some conversation with the problem picture, puppets, self-constructed materials, etc.

d. Original source materials, speakers, etc.

5. Learning activities.

a. Language activities including reading, writing, discussions, reporting, dramatizing, and listening.

b. Development of resource corner displays.

c. Construction and other manipulative activities drawing upon the child's creativeness.

d. Planning display and extended activities to show peers, parents and the community what is possible.

e. Research work that will broaden and deepen the child's understandings of both cities.

f. Etc.

VIII. SELECTION AND PURSUIT OF SELECTED MATERIALS AND SOURCES.

1. Childrens trade books- See Appendix B for Bibliography.

2. Records (33 1/3 RPM) which might give some contemporary view of Detroit or Montreal. (Example: Detroit City - by M. Tillis and B. Bare as sung by Johnny Cash, The Johnny Cash Show, Columbia Records #KC30100, New York, New York, 1971).

3. Teachers Reference books from a variety of sources.

4. Filmstrips, slides, graphs, and other materials.

IX. IMPORTANT INCIDENTIAL OUTCOMES.

Outcomes not necessarily planned for are always desireable (thinking in the positive sense). A few would be the following:

a. Group dynamics.

b. Group discussion skills enhancement.

c. Experience with panel discussions and brainstorming.

d. Child's self evaluation.

e. Enhancement of the child's self concept

f. Enhance the child's understanding of the world in which he lives.

g. Transfer of learnings in social studies to other areas of the curriculum.

h. Utilization of diverse resources.

i. Give students an opportunity to relate current events with the cities under study.

j. Etc.

X. CULMINATING ACTIVITIES

Although one does not necessarily have to have a final and usually major activity, it does help. The final activity is used to draw the study to a close and also as a stimulus to do better work during the unit study. A variety of activities can be created by the teacher and in terms of his own unique situation and circumstances. No effort is made here to outline such activities. Rather the reader should think of the ways and means to utilize this activity.

XI. EVALUATION

In every instance the teacher should analyze all results to ascertain the extent of coverage and assimilation of the objectives. In addition, a variety of other items should be measured by the teacher including:

1. Achievement in critical thinking.

2. Achievement in locational skills.

3. Achievement in organizational skills.

4. Achievement in interpretational skills.

5. Achievement in map and globe skills

6. Achievement in understanding time and chronology.

7. Attitudes.

8. Etc.

Such achievements can be measured via:

1. Pencil and paper tests, exercises, reports, etc.

2. Observations, anecdotal logs and instructional interactional analysis patterning.

3. Teacher made evaluation instruments.

4. Involvement of students and how well they perform as based on locally developed criteria.

5. Etc.

APPENDIX A

DETROIT: A BRIEF REVIEW

On July 24, 1701 a French commander, from Canada, Antoine de la Mothe Cadillac led a group of soldiers to the southern part of present day Michigan. Upon seeing the large river that connected present day Lake St. Clair and Lake Erie, he called it Detroit. This French word means "narrow" or "strait." He built a fort and established a trading post which he named Fort Pontchartrain du Detroit. This French name, when translated into English, means "Fort Ponchartrain on the Strait."

The village was composed of a fort, a few houses, craft shops and a church. It should be pointed out that religion played a large part in the French explorations in the New World. Wherever the explorers went, the Jesuit priests of the Catholic Church went also to establish missions. Their purpose was to bring Christianity to the Indian tribes. Whereas the British were interested in trade and colonization, the French were concerned with trade and conversion of the savages.

Cadillac, the fort commander of Detroit, was a very forward looking man. He soon realized that towns are not started and maintained by just having soldiers in a fort. A town must have people and trade. He therefore persuaded some of the Huron, Potawatomi, Ottawa and Fox Indians to locate their villages around the fort. When the Indians came, he then had them trap fur-bearing animals and trade their skins to him. As a result of his planning, Detroit became a major center of the fur trade.

By the year 1760, Detroit had 2,000 "habitants." The word "habitants" is a French word which means residents who were landholders. Our word inhabitant that we commonly use means to live or own land in a certain place. Cadillac granted the inhabitants of Detroit small lots within the fort and also nearby land for farms. The first farms were so long and narrow that they were often called "ribbon farms." Some of the north and south streets of today's Detroit, such as Dequindre, Chene, and Beaubien, still bear the names of the habitants who owned these ribbon farms. Cadillac, as commander, was permitted to grant land for farms and collect rent like a landlord of today.

In 1763 Detroit passed from French to British rule as a result of the French and Indian War. But in their passing the French can be credited with laying the foundation for a future metropolis.

At the start of the Revolutionary War, the British realized that they had to control Detroit since it not only controlled the river but produced needed supplies. It was successfully held but was eventually given up by the British.

In 1805 the Michigan territory was created and Detroit was its capital. Two other events in this year were very significant in Detroit's history. First, in June the entire town burned to the ground. Not a single building was left standing. Second, the new territorial Governor William B. Hull and three assiting judges arrived. One of these judges was Augustus B. Woodward.

Judge Woodward, upon seeing the destruction left by the fire, felt that a new street plan should be designed. Woodward then went to Washington, D. C. where the new capital was being built. He talked with Major PierreL'Enfant, the Frenchman who designed our national capital. Woodward was so impressed with L'Enfant's street plans that he borrowed them and adapted them to Detroit's needs. Judge Woodward in 1805 provided a plan for an efficient street system at least 100 years before it was needed. It is only fitting that Detroit's major street, Woodward Avenue, is now named in his honor.

As the remainder of the Northwest Territory was being settled, Detroit became even more important as a trading center. By 1837 Detroit was an established center of commerce. It was not yet an industrial town, however, with the coming of the railroads, Detroit began to develop into the commercial and industrial giant it is today.

By 1880 Detroit had become a major industrial city in the United States. Its manufactured products at that time were valued at 15 million dollars. Twenty years later the value of Detroit manufactured products had risen to over 55 million dollars. The industrial giant was beginning to stir.

Detroit was soon to experience the boom of the automobile business that would place it among the great metropolitan centers of the world. At the same time the entire Great Lakes Region was expanding to meet Detroit's and the country's needs for manufactured products and natural resources. Explosive population and industrial growth were to become the make of the industrial heartland of America - the Great Lakes Area.

DETROIT, MICHIGAN TODAY

Detroit, Michigan, is the central city of the new Great Lakes megalopolis that is forming and growing each day. Some think Detroit is the central city of a vastly larger megalopolis, one which extends from Pittsburgh, Pa. to Chicago, Illinois and Milwaukee, Wisconsin. Other experts see Detroit as the metropolis of an eastern Great Lakes Megalopolis. This one is seen as much smaller and would include only 25 counties in Michigan, nine in Ohio and three in the Canadian Province of Ontario. Whichever idea of the megalopolis is used, Detroit would still be the center.

Detroit has become the center of these new megalopoli because of its excellent location. It is located at the greatest crossroads of sea and land transport in the United States. Further it is an important area for trade with Canada. The Detroit River in large part is responsible for the city's importance. This river which carries 65 percent of the world's supply of fresh water also carries more tonnage than any other waterway in the world. Industry needs water, cheap transportation and natural resources. Detroit is close to all of these. As a result, the population of the metropolitan area grew to almost four million people as industry settled there.

Like the stone that is thrown into the pond, the city is growing in ever widening circles. A very large center of population is continuing to grow each day just as our other cities in the United States and the world are growing.

Let's look at this growing Great Lakes megalopolis. The metropolis or mother city, first of all, is not like any other city. It has some problems in common with other cities, such as segregation, pollution and urban renewal, to name just a few. But it is different because of its location, its design, its people and its industry. It is important to know that no two metropolitan areas are exactly alike. The metropolis is important because it is the mother city around which new cities are being built. Detroit is the heart of the new Great Lakes megalopolis. If the heart is not healthy, the whole system depending upon it will be seriously affected. So we must look at Detroit to see how it looks, functions and how it affects the surrounding towns and cities.

THE THREE PARTS OF DETROIT

Detroit like many other cities has within it three separate areas. There is the old central city or core area with slums. There is a large middle-aged area and then the new sections of the city including the suburbs. The old core area contains about 100,000 homes that were built in the early 1900's. In addition there are the older stores, factories, freight yards, warehouses and other buildings. Most of these buildings are badly in need of repair or should be torn down. Next to this core area and surrounding it is the middle-aged area which contains about 300,000 homes and large numbers of shops and other buildings that were built during the 1920's and 30's. Many of these structures are also in need of improvement before they become future slums. The third and newest areas are those that were built near the city boundaries and the suburbs.

Within the older core area of the city are the major office buildings, city, county, and federal buildings and stores. Many of these major buildings are either very new or have been rebuilt, during the past few years.

POPULATION

The population growth of metropolitan Detroit has been like cities all over the world. In 1966 there were over 4,500,000 people in the area which ranked in fifth among all United States metropolitan areas. Like other world cities the rapid growth has come about because of a common reason. This increase has been brought about because people believed that by moving to this metropolitan setting they would find a better life.

In recent times people have come to Detroit from farms and rural areas all over the United States. Migration has been especially heavy from the southern United States. These people, generally with poor education and few skills, have crowded into the core area of the city. They have not been able to find jobs that will help them to move out of these slum areas. They lack the education and skills to get good paying jobs that will allow them to find a better life.

Another type of demographic (population) movement is that which takes place within the metropolitan area. As people get better jobs, they move to better homes in suburban areas or newer neighborhoods within the city limits. This movement has been very heavy during the past few years. This is especially true as it concerns the problems of the white and black peoples. Since 1940 the white population in Detroit has decreased while the Negro population has greatly increased. Over thirty percent of Detroit's population is now Negro. During the same period however, the population in the area outside of the City of Detroit grew by well over 1,000,000 people, of which only about 60,000 were Negroes. This is segregation. In Detroit as in most cities around the world, the newcomer is mistrusted. When the newcomer has a different colored skin, that mistrust can grow into dislike. In other cities of the United States, Puerto Ricans, Mexicans and Chinese also have this same problem.

Detroit is composed of many different racial, religious and nationality groups, however, its largest groups of people are the Polish, Italians, Jews and Negroes. There are smaller groups of Germans, French, Dutch, Finns, Armenians, Belgians, Mexicans and Puerto Ricans to name a few. This mixture of many nationalities is not unique to Detroit.

The suburban areas are growing more rapidly than the metropolis. While Detroit has been losing people, new suburbs such as Warren and Rochester have grown as never before. Not all the suburban towns are growing rapidly but they add thousands of people each year.

The great growth in population has naturally brought into view many very serious problems that must be looked into immediately. Let's look at some of these.

POPULATION GROWTH BRINGS ABOUT PROBLEMS

Many of the newcomers who have come to the city can only find jobs that require little education and skill. They must then live in the cheapest possible housing in the slums because they have little or no money. Quite often many families will move into a house that was built for one family. Since these people have little money they cannot fix up their new homes. When many of these rundown dwellings are together, a slum is born.

However, Detroit has made much progress in tearing down its old slum areas under programs called "Urban Renewal." This program makes use of Federal, State and Local tax money to buy the rundown houses and apartments. Once these buildings are torn down, the land is sold for either new public housing or commercial buildings.

DETROIT: A CITY THAT IS REBUILDING AND CHANGING

There are great changes under way in this city. Large cranes are knocking down old houses and buildings. These same machines are then used to dig deep holes in the ground for the foundations that will support beautiful new buildings that house offices and families. Bulldozers are clearing paths for new highways,

schools and parks. In other sections of the city, people are painting and fixing up their homes. These efforts by large groups of home owners are sometimes called conservation projects. It is an effort to beautify and save the area from becoming another slum.

Many of the large buildings in the downtown business area are having new faces put on them. On the inside they are being modernized to keep up with the times.

In other parts of the city, streets are being resurfaced, new schools are being built, small shops and stores are modernizing. In yet other areas, Detroit's industries are expanding and additions are being made to houses. Wherever you go, you get the idea that Detroit is an ever-changing and rebuilding city. It is a city of contrasts and differences and it is a city with many faces.

In some sections people are using vacant stores for churches. Nearby are large beautiful churches and cathedrals. There are very rich people and there are very poor people. There are very tall buildings and very small buildings. There are white people, yellow people, black people and brown people. These contrasts and different faces make up this modern American city that is continually growing and changing. It is like other cities.

DETROIT INDUSTRY

Detroit today is one of the great manufacturing centers of the world. Such a manufacturing center like all others has drawn people looking for the better life. Its factories number in the thousands and produce everything from computers guiding America's space program to fishing lures. A few of its industries include iron, steel, paint, soap, tires and tubes, chemicals, salt, medicines, machine tools, hardware, commercial films and automobiles. Detroit leads the nation and the world in automobile production. This city has put the world on wheels and is the headquarters of the four major United States producers of cars and trucks. No wonder it is given the nickname of the "Motor City."

Even though Detroit's economy depends a great deal on its automobile industry, only about 15 percent of Detroit's workers earn their living in this field.

DETROIT: AN INTERDEPENDENT CITY

As people concentrate in an area, they become more dependent on one another. Just like other cities around the world, Detroit must depend on the farmers for food, on the miners for raw materials and on other manufacturers for products.

Each day long trainloads of fresh fruits, vegetables, raw materials, finished manufactured products, and other materials arrive at the terminals. Thousands of highway trucks bring in other products for use by the inhabitants. The same trains and trucks carry out Detroit's products destined for places far and near.

Ocean going ships tie up at Detroit's riverside docks to unload rubber, tin, spices, and other materials from all parts of the world. These same ships load up with

Detroit's products for other parts of the world.

Without this interdependence on one another, Detroit's economy, like other cities, would be wrecked. Trade and dependence are necessary in today's world. Without the city person to buy the farmer's products, the farmer could not live as well as he does. Without the farmer and other people to buy the manufactured products, the factory worker could not exist. People must depend upon one another in almost every way. As more and more people crowd into the cities, the interdependence among all people gets stronger.

TRANSPORTATION IS A NECESSITY

Detroit is one of the few major cities in the United States without a large mass transportation system. It depends primarily on the private automobiles and some bus lines to move large numbers of people. However, up to the present time Detroit has not needed a mass transit system because its major streets and avenues were wide enough to handle the traffic. Judge Woodward, who laid out the street patterns after the great fire, did his work well. In addition, to the wide avenues and streets, new expressway systems have been built to make it easier to get in and out of Detroit by automobile or bus.

The time has arrived for Detroit and its metropolitan area to study the traffic situation. Nearly 30 percent of Detroit's land area of 140 square miles is taken up by streets, expressways and automobile related areas such as parking lots. Traffic congestion is now a major problem. Each day about 240,000 automobiles come into Detroit from the suburban area. Can more land area be used for the automobile? The experts say no. They say that mass transit systems must be built to handle the future needs in Detroit.

Coupled with the use of the automobile are the great trucks that crowd the streets. These vehicles carrying everything from radishes to high explosives keep the city alive and are necessary to Detroit's economy. Two hundred trucking companies serve Detroit and the metropolitan area each day. Seven railroads serve the industry and people of Detroit. These railroads are most essential to the welfare and well-being of Detroit. They carry millions of tons of freight into and out of the city. Long coal trains, auto parts trains, fruit and vegetable trains and merchandise trains arrive every day. As in cities all over the United States and the world, the railroad contributes to the health of the economy of the communities they serve.

Detroit has one of the newest air terminals in North America. It is served by seventeen United States and foreign airlines. Detroiters can make direct connections to almost any city in the world. The jet airplane has brought the world much closer together. You can be in London, England or Brussels, Belgium in only a few hours. Some airlines carry no passengers at all. They make a living by hauling only freight between U. S. and World cities. As the Detroit megalopolis grows, its servicing airlines will grow also because they are of such great importance.

Detroit is also a world seaport like Montreal, Canada or New York City. Ships from nearly 100 United States and foreign steamship lines dock at Detroit's waterfront. Water transportation in and out of Detroit is so great that the city in some years ranks second only to New York in total tonnage. The St. Lawrence Seaway, has increased the world's commerce with Detroit. Have you ever thought of Detroit, Toledo, or Chicago as world seaports? New technology has helped us build a new link with the world.

Detroit is connected to all parts of the United States and the world by fast and efficient transportation. Transportation is another factor in the continued growth of our cities. Without it our cities would die.

THE DETROIT METROPOLITAN AREA

Detroit like every other metropolis has many smaller towns and cities surrounding it. These smaller towns and cities are called suburbs. These suburbs have grown and developed in ever widening circles around the metropolis. Their growth can be compared to the stone thrown into the pond. The older suburbs are nearer to the city like the smaller circles around the splash. The newer cities and towns are like the wide circles. The suburban areas are generally of two types. First there are the industrial suburbs. These are small cities that have within them heavy industry such as steel mills, chemical works or assembly plants. Second, there are the residential suburbs or bedroom communities. This type of city or town primarily contains homes, small shops and small shopping centers. The residential suburb is more common to the north and west of Detroit while the industrial suburb is south of the metropolis and strung out along the Detroit River.

Why do people leave the city and move to the suburb? This is a question that many people are asking today all over the world. The people of other cities in the world are moving to the suburbs also. Brussels, Tokyo and Montreal are examples. Let's see if the question can be answered. The major reasons seem to be as follows:

Industry

Many people have moved to be near the newly constructed plants and branch plants which were once located in the city. As the factories in the city grew bigger, more land was needed. If it wasn't available in the city, the factory owners would buy rural land. When the factories were built, the workers moved to be nearer their jobs.

Transportation

The automobile has been the single most important factor in the growth of suburban areas of Detroit and other cities. The automobile has allowed people to live in areas that were too far away in former years when roads were poor and transportation was slow. Now the automobile and the construction of great expressways have made it possible for suburban people to get to work more

quickly in many cases faster than those who live in some parts of the metropolis.

Heritage

Some people have also moved to the new areas because they yearn for the open air, green grass and the room to move around in that the suburbs offer. Many of these people remember how nice it was when they lived on a farm. They want their children to have the open air and smog free childhood that they had. The rural influence or heritage has drawn people away from the crowded city to the open suburban area and the automobile has made it possible.

Sewer and Water Systems

As the metropolis extended its water and sewer lines to the outer edges of the city, the people who were living just outside the boundaries would ask to have their towns included. Therefore the lines were built and rebuilt even farther out. These systems also have made it possible for the suburbs to grow and to become more liveable.

Stores, Businesses and Shopping Centers

Quite often a city store will set up a branch in suburban communities. Other stores who are in competition will build new stores also. When this happens people are drawn to the new centers both for employment and to shop. This brings some of the conveniences of the city to the suburban area and causes people to move. Some of the largest shopping centers in America are found in the suburban areas surrounding Detroit.

Segregation

In many cases parents of one race do not wish to live next to people of another race. They then move to suburban communities where there is little racial mixing. This has created many completely segregated communities and has become a serious problem not only in the Detroit Metropolitan area but in other cities as well. Laws have been passed to give all citizens their rights, but there are still many difficulties to overcome.

These are some of the major reasons why people are moving out beyond the borders of the metropolis. Also it is the reason why people who come to the metropolitan area prefer to live in the suburbs. It should be remembered that even though people are going to the suburbs, they are still very dependent on the metropolis. They are bound to the city in three ways: physically, economically and socially. Physically they need the city sewer, water and other services. Economically the suburban dweller needs the city because he generally earns his living from some city connected business or industry. The city is still the center of trade, industry, banking and commerce and is essential to the economic health of the metropolitan area. If the heart (metropolis) is not healthy, the surrounding areas will be affected. The suburban resident is tied socially because of the friends, relatives or business acquaintances that live there. Those people who are living in the suburbs cannot escape dependence upon the city.

APPENDIX B

CURRENT BIBLIOGRAPHY OF CHILDREN'S BOOKS AND TRADE BOOKS ON CANADA

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APPENDIX C

VIGNETTE ON MONTREAL

by

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VIGNETTE ON MONTREAL

Jacques Cartier, in 1535, was the first European to view the Indian settlement of Hochelaga on an island in the river he called the St. Lawrence. He also gave a lasting name to the mountain, Mount Royal, which dominated the small island and from whose summit he could see the meeting of the St. Lawrence and Ottawa rivers with such a gathering of the waters that no single channel can carry it. Now Montreal, the city and the island, is the largest city in Canada and the second largest French-speaking city in the world. First peopled by French settlers, then by English immigrants, it has grown from turbulent days under two widely different regimes into a wordly, bilingual city with unusual opportunities for cultural and economic development. It is old France and New World, churches and factories, "habitant" Bonsecours Market and International Civil Aviation Association, congested traffic and quiet mountain paths, more French than English, yet sounding more English than French (at least to casual visitors), a vital city of contrasts, a mosaic of Canadian life.

Montreal owes its economic importance to its strategic location. It lies at the entrance to the St. Lawrence Seaway, and ranks as one of the world's largest inland ports. The city's harbor, the chief port of entry to Canada, bustles with passengers and frieght. Montreal handles the largest grain shipping-trade in the world. Industrially, Montreal is undergoing an unprecedented development. Wheels of more than 3,000 factories whir to provide employment for 400,000 workers. Principal industries include the manufacture of rolling stock, aircraft, electrical supplies, tobacco products, brass and copper wares, vegetable products, boots and shoes, fur goods, paints and petroleum products; in the lead is the clothing industry. Along the river and canal banks are to be found rolling mills, packing industries, breweries and shipbuilding and repair plants. The urban renewal projects exemplified in the phenomenal result of Expo'67 give evidence of the cosmopolitan outlook of this city.

Location and Topography

The city of Montreal covers about 50 square miles of the Island of Montreal which is about 32 miles long and 7 to 10 miles wide. The back bone of the island is the 769 foot high hill which the people call "the mountain". Montreal was built on a series of terraces rising steeply from the banks of the St. Lawrence River to the slopes of Mount Royal. Old Montreal, along the river, has many reminders of the time when the city was part of New France.

Seventeen rail and highway bridges link Montreal with the mainland.

Montreal is the converging point of all Candaian railroads and many lines from the United States. Two great transcontinental systems operate from Montreal.

Montreal is a natural crossroads with air, land and water transportation routes extending inland in all directions. The St. Lawrence River links the city with the Atlantic Ocean. The St. Lawrence Seaway makes Montreal a stopover point for Atlantic-Great Lakes trade. Montreal is the terminal of three canal systems including the Hidson-Champlain-Richelieu system the oldest water route in northeastern America, which connects the city with New York.

Montreal Harbor lies a thousand miles from the Atlantic Ocean. It is one of the largest ports in North America in volume of shipping. It stretches twelve miles along the north bank of the St. Lawrence River, with ten miles of concrete wharves and docks. Ships dock without delays of coastal ports because the harbor is tideless. But it is icebound from December to April.

History and Government

Montreal was founded in 1642 when Paul de Comeday, Sieur de Maisonneuve, brought a small Roamn Catholic missionary group to the island to work among the Indians. The settlement was first called Ville-Marie, dedicated to the Virgin Mary. Maisonneuve built Montreal Fort, a stockade about 320 feet long. Iroqois Indians repeatedly attacked the colony, but it soon began to prosper as a religious center and as a fur-trading post.

Montreal fell to British troops under General Jeffery Amherst in 1760, during the French and Indian War. The battle marked the end of the fighting in this war in North America. Canada became a British colony with the signing of the Treaty of Paris in 1763. New York traders then came to Montreal and merchants arrived from Great Britain.

In 1775, during the Revolutionary War in America, General Richard Montgomery's forces occupied Montreal in an attempt to gain French Canadian support against the British. The American troops were forced to withdraw, leaving Montreal a British possession.

Canada's first steamship, the Accomodation, sailed on the St. Lawrence River from Montreal to Quebec in 1809. The Lachine Canal opened in 1825, creating a navigable waterway for small vessels between Montreal and the Great Lakes.

By 1882, the city had become important enough to receive a charter. From 1844 until 1849, Montreal served as the

capitol of the United Provinces of Canada. The construction of the Transcontinental Canadian Pacific Railway from 1870 to 1880 brought new prosperity to the city.

The city has more than tripled its polulation between 1900 and 1960. Construction of the St. Lawrence Seaway in the late 1950's set off a business boom. A city development program widened Dorchester Boulevard, added new buildings, and enlarged the harbor. Today, Montreal is a summit of the "golden Triangle," the rich industrial area between the St. Lawrence River, the Richelieu River and the United States border. More than 800 new industrial projects and expansions were begun in the late 1950's. These included many metallurgical, electrochemical, and petrochemical industries.

The proportional division of the population by racial origin has not changed noticeably in recent years, except for a slight increase in European immigrants after World War II. Approximately 67.1% are french, 19.5% British (including Irish and Scots), 6% Jewish; the remaining 7.4% being mostly Italian, Ukrainian, Polish, German, Chinese, and Negro.

The French and English languages are official and the majority of the population is bilingual, but the separation of the French and English cultures is apparent in almost every aspect of life in the city. A happy exception is seen in the case of the bilingual Bar of Montreal. Even education is generally separated in Montreal as completely as with the crosscut of a sword. The Roman Catholic have one set of schools, the Protestants another. A case in point is the almost complete mutual isolation of the University of Montreal and McGill University.

The street names of any great American city offer an interesting study reflecting its historic growth. The Montreal street names are of peculiar interest, for here we find the contrast of saints and sinners, of French and English, of "bygone history" and present endeavor.

The Problem of a Great City**

"The Romans had a saying to the effect that from any one thing you could judge all others of the same class. So it is with our great American cities. If you study one, you study all. They have all had something of the same origin in the adventurous days of early settlement, of Indian warfare. All carry the pride of achievement in the record of their foundation. Boston thinks of the Puritans and the Massachusetts Bay Colony; New York, of Hudson's ship entering the spacious shelter of its waters; New Orleans, of old French days; and Chicago and the cities of the Missippi Valley recall the

stockade forts of the plains and the lonely grandeur of the prairies. Our early American founders stand in stone. Winthrop looking toward Maisonneuve, John Smith searching the horizon for Iberville, and Pontiac sending across the lakes from Detroit, a message of good cheer to Oschkoch of Green Bay.

'Hence it is that in North America we can all read the story of one another's cities with a peculiar sympathy and understanding. All our cities wear the marks of history traced on their streets and evidenced in their monuments.

"So it comes that in all our cities we are busy in the same way with city planning for the future, with city housing, with the demolition of the slums. To shovel up the slums, to shovel up half the city and throw it away, that is the word of the day in every great North American city . . . We must knock it all down and start over . . . the problem of city planning somehow turns in our hands to the problem of the rich and the poor, the problem of poverty, of starvation in the midst of plenty, which all now see and none as yet alleviate.'

** from Montreal Seaport and City, by Stephen Leacock
Doubleday, Droan and Company, Inc. New York, 1942